**Second Grade Correlations – Year at a Glance**

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|  |  | **Comprehension Toolkit Lessons** | **Jan Richardson Strategies** | **Writer’s Workshop Units of Study** |
| **Quarter 1** | **Unit 1**  **Building Bridges with Unlikely Friends** | Monitoring (3 Lessons)  Activate and Connect  (4 Lessons) | Write Predictions (pg 205)  Predict -Support-Confirm (pg 206)  Make Connections in F and NF  (pg 207 – 208)  **Retell Strategies:**  STP (pg 160)  B-M-E (pg 160)  5 Finger Retell (pg 172)  Track Character Feelings (pg 161) | **Launch Writer’s Workshop**   * Calkins – 17 sessions   **Informative Writing (W2):**  **Calkins**   * Nonfiction Writing: Procedures and Reports (15 Sessions) Teach All About Unit (sessions 7 – 15) first, then teach How To Unit (sessions 1 – 6)   **Explorations in Nonfiction Writing**   * Writing to Instruct p. 75-103 |
| **Quarter 2** | **Unit 2**  **Taking Care of Ourselves** | Asking Questions  (4 Lessons) | Who? What? (pg 160)  Turning Facts Into Questions  (pg 210)  Green Questions (pg 211) | **Opinion Writing (W1):**  **Explorations in Nonfiction Writing**   * Writing to Persuade p. 189-219 * Power Writes:   + Written Argument p. 220   + Persuasive Email p. 222   + Friendly Letter p. 224   + Persuasive Flyer p. 228   **Create your own Opinion Writing Unit**   * See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki |
| **Unit 3**  **Hand Me Down Tales from Around the World** | Inferring and Visualizing  (4 Lessons) | Predict-Support-Adjust (pg 206)  Make Inferences from Dialogue – Steps 1 – 5 (pg 231 – 233)  Character Trait Web (pg 230) | **Continue Opinion Writing**  **Explorations in Nonfiction Writing**   * Writing to Respond p. 235-267 * Power Writes:   + Investigation p. 282   + Book Review p. 226   **Create your own Opinion Writing Unit**   * See PDF of Gretchen Owocki’s book The Common Core Writing Book on the K-5 Wiki |
| **Quarter 3** | **Unit 4**  **The Long Journey to Freedom** | Determining Importance (3 Lessons) | **In Fiction Literature:**  VIP Literal Level (pg 215)  Who and What Literal (pg 216)  **In Information Texts:**  VIP Literal Level (pg 218)  Main Idea Question/Details(pg 218) | **Narrative Writing (W3):**  **Calkins**   * Small Moments: Personal Narrative Writing (15 Sessions)   **Explorations in Nonfiction Writing**   * Narrative Writing Projects p. 119-173 * Power Writes:   + Personal Narrative p.174   + Retell from a Different Point of View p. 176   + Factual Recount p. 182   + Timeline p. 184   + Investigation p. 186 |
| **Unit 5**  **A Season for Chapters** | Summarize and Synthesize (4 Lessons) | **In Fiction Literature:**  S-W-B-S (pg 221)  **In Information Texts:**  Key Word/Summary (pg 222) | **Informative Writing (W2):**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53   **\*Poetry Writing**  **Calkins**   * Powerful Thoughts in Tiny Packages(16 sessions)   **Explorations in Nonfiction Writing**   * Power Write: Informational Poem p. 70   **Second Grade Poetry Unit**   * K-5 Wiki |
| **Quarter 4** | **Unit 6**  **The Wild West** | The fourth quarter should be used to spiral back to the strategies. Teachers should help students begin to understand how these metacognitive strategies work together when reading. | The fourth quarter should be used as an opportunity to explore multiple genres and blend strategies taught across the first three quarters. | **Continue Informative Writing**  **Explorations in Nonfiction Writing**   * Writing to Inform p. 1-53 * Power Writes:   + Biography p. 64   + Investigation p. 72 |

Comprehension Toolkit Lessons can be divided into two or three mini-lessons and taught during Shared Reading.

Comprehension Strategies should be taught and practiced across multiple genres (for example, teach asking questions with both fiction and nonfiction texts).